Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here.
Submittal information:	**Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the** aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	2015 AUG 20 AM 11: 32 TEXAS EDUCATION AGENCY
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Brownsville Independent School District	031-901	Cromack Elementary	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000418	1	Tx-034	030917579

Mailing address	City	State	ZIP Code
1900 E. Price Road	Brownsville	TX	78521

Primary Contact

First name	M.I.	Last name	Title
Roni Louise	C	Rentfro	DCSI/DS TTIPS

Telephone #	Email address	FAX #
956-547-3590	roni.rentfro@bisd.us	956-548-8229

Secondary Contact

First name	M.I.	Last name	Title
Frank		Ortiz	Principal

Telephone #	Email address	FAX #
956-548-8820	fortiz@bisd.us	956-548-8824

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Esperanza		Zendejas	Superintendent

Telephone #	Email address	FAX #
956-548-8011	drezendejas@bisd.us	956-548-8019

Signature (blue ink preferred)　　　　　　Date signed

E. Zendejas　　　　8/18/15

701-15-107-063

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

| County-district number or vendor ID: 031-901-102 | Amendment # (for amendments only): |

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	     i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	     ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.
        iii. Are designed and developed with teacher and principal involvement;
    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
    (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.
    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.
    (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
        i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
        ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
        iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
    (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.
    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
    (A) Data to identify the population at risk of dropping out of school;
    (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
    (C) Early College brochures in all languages relevant to the school community;
    (D) Written communication plan for relevant target audiences: parents, community members, school board.
    Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

    (A) Partnership between the school district and an institute of higher education (IHE) that:
        i.   Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
        ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
        iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
    (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
    (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
    Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
    Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
    (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.
- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
   - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
   - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
   - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
   - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

   Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   - (B) High-quality professional development for all staff;
   - (C) A child-to-instructional staff ratio of no more than 10 to 1;
   - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   - (E) A full-day program;
   - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   - (J) Program evaluation to ensure continuous improvement;
   - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   - (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   - (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

	educators.

	9. Use data to identify and implement an instructional program that is:
	    (A) Research-based;
	    (B) Developmentally appropriate;
	    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
	    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
	
	10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	
	11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
	    (A) Aligned with the school's comprehensive instructional program
	    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
	
	12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
	
	13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
	
	14. Enroll in the Children's Learning Institute (CLI), <u>CLI Engage</u> platform, and utilize the <u>Texas School Ready!</u> child progress monitoring assessments with pre-kindergarten students.
	
	If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:
	
	1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
	
	2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	    (A) Screen all existing staff and rehire no more than 50 percent; and
	    (B) Select new staff
	
	3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	
	4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
	
	5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
   (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
   (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
   (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	   (A) School leadership
	   (B) Teaching and learning in at least one full academic content area
	   (C) Non-academic supports for students
	   (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

4. The whole-school model must implement the model for all students in the school.

5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
   (A) School leadership
   (B) Teaching and learning in at least one full academic content area
   (C) Non-academic supports for students
   (D) Family and community engagement

16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Cromack Elementary School is currently labeled as a Focus School due to the gaps in achievement among the student populations. Though interventions have been implemented for the past two years, student achievement as indicated on state mandated assessments has not improved. For that reason, Cromack Elementary will benefit from the implementation of the TTIPS grant.

Cromack Elementary faculty, staff, and parents share the district vision of success for all students. The vision and focus of the school reform efforts is to increase performance for all students while closing the gap for our struggling populations, especially ELL students and Special Education students. We believe that there is an urgent need to accelerate the closing of the achievement gaps with the increased rigor of the state assessment passing rates and for all students to truly be on the road to college and career readiness before they leave the elementary setting. All Cromack Elementary campus faculty and staff are committed to high expectations for all students. The expectation is that ALL students can succeed.

The campus administration works closely with the Cromack Site-based Decision Making Committee as well as the RtI, Incentives, Budget and other subcommittees to collaboratively develop and implement strategies and interventions and will continue to use this structure for implementing this grant. The campus is actively participating in the BISD Texas Literacy Initiative grant and this has assisted the campus in learning who to implement, monitor and evaluate interventions using the TLI Campus-based Leadership Team that meets monthly.

Stakeholders at Cromack Elementary have been afforded the opportunity to provide input regarding areas in need of improvement and will continue to he invited and expected to not only provide feedback but to become active partners in the reform activities.

The following needs have been identified as crucial areas of improvement at Cromack Elementary School:

Goal 1: Students are in need of additional academic support designed to meet the needs of the SPED population.

Goal 2: To improve met standard rates on all state mandated assessments, students are in need of additional academic support tailored to meet the needs of the ELL population.

Goal 3: To increase reading achievement in all state mandated assessments, the implementation of instructional strategies targeting the reading TEKS is needed.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The following areas will be targeted for improvement:

- Improvement in teacher and leader effectiveness:
  School staff is in need of additional professional development regarding curricular and pedagogical practices and strategies

- Increase in use of desegregated student data and improvement of instructional program on campus:
  Frequent and sustained use of desegregated data is needed to create educational opportunities that target the needs of all students

- Increase in student learning time and collaborative processes on campus:
  Instructional time must be lengthened to address student needs effectively
  Opportunities for a well-rounded education need to be provided to students to improve the levels of education for all

- Create flexibility in operation of campus program and provide sustained support:
  School staff must be provided with opportunities to offer feedback and engage in reflective practices to favorably impact student achievement and improve the campus climate

The budget was developed with input from the Site Based Decision Committee to determine the needs of the campus. A Needs Assessment was conducted. Surveys were disseminated to parents, students, and teachers in the Spring 2015 to identify areas of concern and campus needs. An inventory of existing campus resources is conducted on a yearly basis and evaluated to ensure that existing items are not purchased needlessly.

Brownsville ISD campuses have been the recipients of several TTIPS grants during Cycle 1 and Cycle 2 that have provided district staff with a strong understanding of what needs to be done to support campuses as they work to accelerate achievement performance for all students. Currently, the district has two administrators that have served as District Shepherds for TTIPS grants and one currently serves as the full-time District Coordinator of School Improvement. The District business services (Finance, Purchasing, Technology, etc.) and BISD Grants Department staff have extensive experience in working with campuses to implement large grant programs. Working with BISD campuses on prior TTIPS grants has already set the stage for supporting campuses to have operational flexibility in staffing, budgeting, scheduling, and the implementation of grant activities. BISD has Area Assistant Superintendents that supervise designated campuses and provide administrative support for the campus leadership. These administrators work in close collaboration with other district cabinet level staff to ensure the campus continues to pursue their transformational efforts with urgency, high expectations, and needed supports to increase student performance while building the capacity of the campus faculty and staff to sustain efforts beyond the funding from the grants.

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Schedule #6 – Program Budget Summary

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$276,920	$	$276,920	$983,200	$	$983,020	$	$983,020	$	$983020	$	$4,209,000
#8-Professional and Contracted Services	6200	$33,000	$	$33,000	$33,000	$	$33,000	$	$33,000	$	$33,000	$	$198,000
#9-Supplies and Materials	6300	$230,250	$	$230,250	$307,725	$	$209,250	$	$146,850	$	$146,850	$	$1,271,175
#10-Other Operating Costs	6400	$85,000	$	$85,000	$263,800	$	$263,800	$	$263,800	$	$87,000	$	$963,400
#11-Capital Outlay	6600/ 15XX	$318,800	$	$318,800	$63,975	$	$3,975	$	$7,275	$	$3,975	$	$398,400
Consolidate Administrative Funds	☐ Yes ☐ No												
Percentage% indirect costs (see note):	N/A	N/A	$	N/A	N/A	$	N/A	$	N/A	$	N/A	$	$
Grand total of budgeted costs (add all entries in each column):		$943,970	$	$943,970	1651700	$	1493745	$	1433945	$	1253845	$	$6776425

Administrative Cost Calculation

Enter the total grant amount requested:	$6776425
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$338,821

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 031-901-102

Amendment # (for amendments only): _____

#	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher	8		$	$	$294,000	$294,000	$294,000	$294,000	$1,176,000
2	Educational aide	5		$	$	$110,000	$110,000	$110,000	$110,000	$440,000
3	Tutor			$	$	$	$	$	$	$
Program Management and Administration										
4	Grant Coordinator	1		$28,000	$28,000	$56,000	$56,000	$56,000	$56,000	$252,000
5	Title	1		$	$					
6	Title			$	$	$	$	$	$	$
Auxiliary										
7	Grant Secretary	1		$13,000	$13,000	$26,000	$26,000	$26,000	$26,000	$117,000
8	Parent Liaison	1		$13,000	$13,000	$25,000	$25,000	$25,000	$25,000	$113,000
9	Family Counselor	1		0	0	42000	42000	42000	42000	$168,000
Other Employee Positions										
10	Title			$	$	$	$	$	$	$
11	Title			$	$	$	$	$	$	$
12	Title			$	$	$	$	$	$	$
13	Subtotal employee costs:			$54,000	$79,000	$553,000	$553,000	$553,000	$553,000	$2,266,000
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$15,000	$15,000	$15,000	15,000	15,000	15,000	75,000
15	6119 Professional staff extra-duty pay			$164,800	$164,800	$279,800	279,800	279,800	279,800	1,284,000
16	6121 Support staff extra-duty pay			$7,000	$7,000	$7,000	7,000	7,000	7,000	35,000
17	6140 Employee benefits			$36,120	$36,120	$128,220	128,220	128,220	128,220	549,000
18	61XX Tuition remission (IHEs only)			$0	0	0	0	0	0	0
19	Subtotal substitute, extra-duty, benefits costs			$222,920	$222,920	$430,020	$430,020	$430,020	$430,020	$1,943,000
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$276,920	$276,920	$983,020	$983,020	$983,020	$983,020	$4,209,000

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Texas Education Agency

Standard Application System (SAS)

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 031-901-102   Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	$	$	$	$	$	$	$0
	Specify purpose:							
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	$	$	$	$	$	$0
	Specify purpose:							
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$0

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Regional Service Centers	☐	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
2	Positive Behavior Program Trainers	☐	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$50,000
3	Leadership Development Trainers	☐	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	$15,000
4		☐	$	$	$	$	$	$	$
5		☐	$	$	$	$	$	$	$
6		☐	$	$	$	$	$	$	$
7		☐	$	$	$	$	$	$	$
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$33,000	$33,000	$33,000	$33,000	$33,000	$33,000	$165,000
a.	Subtotal of professional and contracted services requiring specific approval:		$0	$0	$0	$0	$0	$0	$0
b.	Subtotal of professional services, contracted services, or subgrants:		$33,000	$33,000	$33,000	$33,000	$33,000	$33,000	165,000
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$0	$0	$0	$0	$0	$0	$0
	(Sum of lines a, b, and c) Grand total		$33,000	$33,000	$33,000	$33,000	$33,000	$33,000	$165,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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		Schedule #9—Supplies and Materials (6300)									
County-District Number or Vendor ID: 031-901-102						Amendment number (for amendments only):					
		Expense Item Description									
		Technology Hardware—Not Capitalized									
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	iPads	Student Instructional Support	200	$499	147300	147300	166525	68250	5850	5850	393775
	2	Smartboard	Student Instructional Support	35	$1500							
	3	Class Res System	Class Instructional Support	35	2500/set							
	4	Mini iPads	Student Instructional Support	120	$400							
	5	Extl Digital Storage	Class Instructional Support	65	$135							
6399		Technology software—Not capitalized				$12750	$12750	$	$	$	$	12750
6399		Supplies and materials associated with advisory council or committee				$0	$0	$0	$0	$0	$0	0
					Subtotal supplies and materials requiring specific approval:	160050	160050	166525	68250	5850	5850	406525
					Remaining 6300—Supplies and materials that do not require specific approval:	$70500	$70500	$14100	141000	141000	141000	$634500
					Grand total:	230550	230550	307525	209250	146850	146850	$1041025

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 031-901-102

Amendment number (for amendments only):

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412 — Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: Tutorial transportation	$0	$0	$0	$0	$0	$0	$0
6413 — Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$0
6419 — Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$0	$0	$0	$0	$0	$0
6411/ 6419 — Travel costs for executive directors (6411); superintendents (6419); or board members (6419): Includes registration fees Specify purpose:	$	$	$	$	$	$	$
6429 — Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490 — Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490 — Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499 — Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$	$	$	$	$	$
6499 — Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$	$	$	$	$	$
Subtotal other operating costs requiring specific approval:	$0	$0	0	0	0	0	0
Remaining 6400—Other operating costs that do not require specific approval:	$85,000	$85,000	$263,800	$263,800	$263,800	$87,000	$963,400
Grand total:	$85,000	$85,000	$263,800	$263,800	$263,800	$87,000	963,400

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date: _____
Via telephone/fax/email (circle as appropriate)	By TEA staff person: _____

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 031-901-102

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	$	$	$	$	$	$	$
	66XX/15XX—Technology hardware, capitalized									
2	Desktops/Classroom Instructional Use	205	$1200	246000	246000	$	$	$	$	$246000
3	Projectors (over $500)/ Instructional Use	10	$750	$	$	$1875	$1875	$1875	$1875	$7500
4	Computer Lab Desktops for instructional software use	50	$1200	$	$	$60000	$	$	$	$60000
5	Color Laser Printer for Classroom instruction	24	$525	$4200	$4200	$2100	2100	$2100	$2100	$12600
6	Interactive whiteboards	36	1500	52500	52500	$	$	1500	$	54000
7	Laptops for Grant Coordinator and Secretary	2	$1500	$3000	$3000	$	$	$	$	$3000
8	60" LCD HD Smart TV to Connect Computer	3	$1300	$3900	$3900	$	$	$	$	$3900
	66XX/15XX—Technology software, capitalized									
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
	66XX/15XX—Equipment, furniture, or vehicles									
14	Laminating Machine to Enhance Instruction	2	3700	7400	7400	0	0	0	0	7400
15	Sound System for large group instruction	2	$1800	$1800	$1800	$	$	$1800	$	$3600
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21			$	$	$	$	$	$	$	$
	Grand total:			318800	318800	$63975	$3975	$7275	$3975	$398000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	705		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	688	97.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	17	2.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	691	98.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	336	47.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	52	7.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	5		2014-2015 PEIMS report
Disciplinary placements in In-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	6		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		97.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA %	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	DNA	DNA%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	168	76%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The student population at Cromack Elementary School is approximately 705 and serves students in grades EE through 5th. According to the student demographic data, 97.6% of the student population is Hispanic and 98 % are identified as Economically Disadvantaged. Many of our students, 47.7%, are classified as Limited English Proficient. The Attendance Rate was 97.6%. At Cromack Elementary School, 7.4% of its students are identified as needing special education services.

Within the last three years, Cromack Elementary has experienced a decrease in enrollment. In 2011-2012, the number of students enrolled was 781. In contrast, during the 2012-2013 academic year, 715 students were enrolled at the campus. As previously mentioned, the 2013-2014 school year resulted in an enrollment at of 705 students. This decrease of enrollment is reflected in the number of students that are identified in the demographics and can also be noted in the number of students enrolled in each program. This decrease in enrollment has also resulted in a reduction of staff members. A reduction of staff members leads to larger class sizes and subsequently impacts the amount of time that each teacher can devote to individualized instruction and student support. Students who are identified as Limited English Proficient and special education generally require small group intervention and support. A reduction of student population and the number of teachers employed at the campus indirectly impacts student achievement. For that reason interventions will need to be implemented to address the achievement gaps among the Limited English Proficient and Special Education student population gaps.

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographics areas of improvement would be addressed:

- Desegregate formative and summative data

- Differentiated instruction/special needs/Limited English Proficient

- Increase student attendance rates

- Increase academic assistance, support, and interventions for all students

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 031-901		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	68.9		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	52.9	76.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6.4	9.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3.0	4.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	15.9	23.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	41.4	95.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	2.1	4.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0.0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1.0	2.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	9.0	20.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	7.9	18.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	15.1	34.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	10.5	24.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	43,040		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	42,564		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	45,585		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	51,253		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	59,827		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	28	35.0%	2014-2015 Brownsville ISD Human Resources
Staff with Bachelor's degree as highest level attained	38	47.5%	2014-2015 Brownsville ISD Human Resources
Staff with Master's degree as highest level attained	14	17.5%	2014-2015 Brownsville ISD Human Resources
Staff with Doctoral degree as highest level attained	0.0	0.0%	2014-2015 Brownsville ISD Human Resources

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current staff at Cromack Elementary School is comprised of 69 staff members: 52 teachers, 3 campus administrators, 6 professional support staff, and 15 educational aides. The ethnicity of the Cromack Elementary School staff is minimally diverse with 95 % Hispanic and 4 % Caucasian. The demographic data regarding the faculty and staff composition at Cromack Elementary reveals that over 50% of the teachers possess over 11 years of experience. Within the next few years over 24% of the faculty and staff will near retirement and likely opt to retire, thereby leaving this campus with the task of hiring and training additional staff to fill these vacancies.

After thorough review of multiple data sources, the SBDM committee assessed program effectiveness and determined that professional development will be provided to teachers on various topics regarding curriculum and instruction. The primary focus will be to improve teaching and learning. With a vast amount of students of differing learning abilities found in the classroom, teachers must be cognizant of the varied learning abilities. Therefore, teachers will be trained on the following instructional techniques: cooperative learning, discovery investigation, inquiry learning, experiential learning, technology based applications, inductive and deductive reasoning, direct instruction, and book study. Through research, observations, and videos, teachers will become familiarized with these techniques. Stipends will be provided to teachers, when needed, and substitutes will be utilized to cover classes, when necessary. In addition, students receive additional support from highly qualified paraprofessionals who consistently reinforce the instructional strategies presented by the classroom teachers.

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

- Increase opportunities for staff professional development

- Increase opportunities for vertical alignment meetings

- Implement horizontal alignment meetings

- Build a stronger collegial community

- Research study groups

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 031-901							Amendment # (for amendments only):							

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
117	82	104	88	91	76	89								648

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
6	4	5	4	5	4	5								33

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following processes and activities were implemented and utilized in an effort to obtain feedback, conduct a data analysis, needs assessment, and select the model, goals, and interventions to be implemented under the grant.

- Conduct campus-wide staff survey during the spring—all staff members were eligible for participation

- Conduct campus-wide student survey during the spring—all students in grades 2-5 were eligible for participation

- Conduct campus-wide parent/community survey during the spring—all parents/community members of Cromack students were eligible for participation

- Obtain input from Site Based Decision Committee (SBDM)—meetings were conducted once a month

- Cromack Parent Meetings—held once a week; parents are encouraged to provide feedback and suggestions on how to improve academic achievement and promote a positive campus climate

- Grade level meetings with teachers-conducted on a weekly basis to obtain input regarding curriculum and instruction, assessment, and student issues

- Classified staff meetings-conducted on a monthly basis to communicate campus issues and obtain feedback from staff

- Vertical alignment meetings with grade level teachers—held on a quarterly basis to obtain input and data regarding student progress and communicate student needs

Feedback, input, and data obtained from meetings held at regular intervals throughout the school year were utilized to develop interventions and strategies designed to increase student achievement, maximize learning, and favorably improve the campus climate.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the data obtained Cromack Elementary School is in need of the types of interventions that are addressed in the selected model.

- Improvement in teacher and leader effectiveness:
  School staff is in need of additional professional development regarding curricular and pedagogical practices and strategies

- Increase in use of desegregated student data and improvement of instructional program on campus:
  Frequent and sustained use of desegregated data is needed to create educational opportunities that target the needs of all students

- Increase in student learning time and collaborative processes on campus:
  Instructional time must be lengthened to address student needs effectively
  Opportunities for a well-rounded education need to be provided to students to improve the levels of education for all

- Create flexibility in operation of campus program and provide sustained support:
  School staff must be provided with opportunities to offer feedback and engage in reflective practices to favorably impact student achievement and improve the campus climate

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the parental involvement activities, Cromack Elementary parents must participate in parent training on various topics outlined by the Parental Involvement Department to improve home-school relations. To accomplish this task, meetings are held on a weekly basis, under the coordination of the parent liaison, with parents on various topics outlined by the BISD Parental Involvement Department. To communicate information about campus activities and initiatives and obtain parent and community feedback, Cromack Elementary employs the following resources: outdoor marquee; campus newsletters; parent meetings; telephone calls; email and mail correspondence; school messenger; and home visits. Cromack Elementary also encourages community involvement by establishing partnerships with local business and community programs. The school counselors in conjunction with the classroom teachers and other auxiliary personnel ensure that students and parents are made aware of the various community resources that are available to families. Presentations are held on campus where representatives from the community share their insight regarding their respective careers or community programs. Parents and community members are also provided with an opportunity to engage in the decision making processes on campus by participating in the SBDM. Moreover, a campus needs assessment was conducted in Spring 2015 to determine the areas of strength and deficiencies at Cromack Elementary. Three distinct surveys were disseminated to teachers, parents, and students in an effort to obtain their respective views regarding campus programs and initiatives.

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community areas of improvement would be addressed and implemented in the grant.

- Provide parent training in conjunction with the Parental Involvement Department

- More parents need access to Home Access Center

- Increase levels of parental involvement

- Increase school-community partnerships

- STAAR policies and district and campus initiatives will be presented to parents.

- Maintain opportunities for solicitation of feedback from parents and community

- Provide parents/community with an opportunity to become familiarized with the educational program at Cromack Elementary School

As a result of the data obtained from the above mentioned activities, the transformational model will be utilized in an effort to improve student learning and maximize program effectiveness at Cromack Elementary.

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Schedule #14—Management Plan

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Works closely with campus staff for oversight of the implementation of the grant and expenditure of the grant funds. Provides coordination of district services and monitoring of the implementation of the grant. Provides the connection between district, campus & TEA.	Masters degree related to curriculum, experience with grant implementation, mid-management/principalship certification, and experience as a campus administrator. Meet BISD qualifications to be a district administrator.
2.	Area Assistant Superintendent for Curriculum	This position will be responsible for providing support for the campus through Curriculum Specialists and coordinating other curricular support services.	Masters Degree with a certification in Mid-Management and Superintendency. Meet appropriate district qualifications for this level of district administration.
3.	Area Assistant Superintendent for Cromack Elementary	Will be responsible for providing individualized assistance to the campus administration and is the supervisory individual for the principal.	Masters Degree with a certification in Mid-Management and Superintendency. Meet appropriate district qualifications for this level of district administration.
4.	Campus Administration	Will be responsible for overseeing grant management, implementation, and evaluation in conjunction with the campus administration and grant coordinator	Masters Degree in Education Administration with a certification in Mid-Management.
5.	Curriculum Specialists	Will be responsible for providing assistance to grant coordinator and classroom teachers on proper implementation of district curriculum	Masters Degree in Educational Administration, Curriculum & Instruction, or content area
6.	TTIPS Grant Coordinator	Will be responsible for overseeing grant management, implementation, and evaluation in conjunction with the campus administration	Masters Degree in Education Administration with a certification in Mid-Management.
7.	TTIPS Grant Clerk	Will be responsible for providing support to the grant coordinator regarding the management, implementation, and evaluation of the grant	High school diploma
8.	TTIPS Parent liaison	Will be responsible for providing support to the grant coordinator regarding the management, implementation, and evaluation of the grant	High school diploma
9.	TTIPS Classroom Teachers	Class size reduction for critical grade levels	Be "highly Qualified" as elementary teachers and meet BISD Teacher hiring requirements.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Region One ESC	Provide leadership development training to campus administrators	Have references indicating has provided successful training in campus leadership at state or national level.
2.	PBIS or Classroom Management	Provide positive behavior supports/ Classroom management training	Have references indicating has provided successful training in classroom managments at state or national level.
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that Cromack Elementary will need to continue with

- the of redesign of the master schedule to incorporate additional learning time to supplement instruction;

- increased opportunities for authentic learning;

- inclusion of all student populations in student-led, school sponsored activities; and

- the implementation of supportive structures to ensure operational effectiveness.

Succession Management Strategies to be implemented and continued:

- a remediation block will incorporated into the campus master schedule for targeted instruction in a small group setting for students in need of additional academic support;

- after school tutorial was held a minimum of twice a week for students experiencing academic difficulties;

- all students were afforded the opportunity to participate in the 21st Century Program;

- extracurricular programs such as cheerleading, UIL, and ballroom dancing were also available to students

BISD district administration, including the DCSI and the Area Assistant Superintendent for the campus will monitor the campus implementation of the grant on a quarterly basis with annual reviews and guide revisions and adjustments to the plan. This oversight will include updating any key staff for the grant if replacements are needed for any of these positions.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure sustainability, teachers and support staff will continue to be provided with various opportunities to become immersed in the decision-making processes at Cromack Elementary by joining a myriad of committees available on campus which serve to promote and enhance the overall instructional and organizational experience at the school. In addition, opportunities for involvement in the decision making processes will be provided to stakeholders through the involvement of the Site Based Decision Making Committee. Parents and community members will be afforded the opportunity to offer input and feedback through their participation in weekly parent meetings.

After the grant has ended, campus administration will continue to provide faculty and staff with opportunities for shared decision making. Supportive structures will continue to be implemented to maintain an effective organization. Campus budget monies will be utilized accordingly to fund the purchase of needed supplies and materials.

As the campus and district determine which activities and interventions are the most cost effective, especially during years 4 and 5, budgeting will need to take place to sustain the activities that are appropriate. While funding will not be sustained for all interventions and activities at the levels for funding provided by the grant, the focus will be on capacity building and reallocation of available funds from less successful to more successful interventions and activities. District support programs will also be monitoring and evaluating the campuses successful practices for expanding district-wide and thus not only sustain but expand on the learnings from this grant.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that teachers will meet to analyze student data and identify instructional needs. Teachers will formulate lesson plans and assessments designed to gauge student performance. Data will be collected and reviewed to determine students' areas of deficiencies and strengths. Instruction and intervention will be targeted to address areas of concern.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The data that will be collected to inform effectiveness of each intervention will include:

- Lesson plans, fluency reports, instructional and diagnostic software reports, and walkthrough forms will be collected and reviewed by administration weekly.

- Tutorial attendance sheets and lesson plans will be reviewed by administration weekly.

- Co-planning sign-in sheets and logs will be reviewed every three weeks to monitor meeting frequency.

- Intervention plans will be developed by teacher and reviewed by LPAC and administrator every three weeks.

- Agendas and sign-in sheets will be collected to determine attendance and participation rates.

- Formative and summative campus, district and state assessments

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The campus administration in conjunction with the teachers and grant coordinator will work collaboratively to ensure that the interventions specified below are implemented and monitored.

- Students' deficiencies as noted on individualized education plan and report card scores will be targeted during 45 minute remediation block at least three times a week.

- Students will participate in after school tutorial at a minimum of twice a week for one hour each day.

- Special education teacher, regular education teacher, and administrator will monitor students' progress every three weeks to determine effectiveness of accommodations and placement. Modifications to students' individualized education plan will be made as needed.

- Student deficiencies will be addressed during 45 minute remediation block a minimum of 3 times a week.

- Provide students with afterschool tutorial a minimum of two times a week.

- Linguistic accommodations will be provided to students meeting eligibility criteria.

- Monitor reading instruction at a minimum of five times a week.

- Provide students with afterschool tutorial at a minimum of twice a week.

- Staff development training to support instruction .

- Accelerated tiered instruction will be implemented at a minimum of three times a week.

- Student and content student progress measured on formative and summative campus, district and state assessments

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As per District Policy CH Legal Purchasing and Acquisition, the following guidelines will be followed by the campus in purchasing goods or services:

- a request for proposals for services
- the reputation of the vendor's, their goods and services
- the quality of the vendor's goods and services
- the price
- the extent to which the goods or services meet the campus' needs

Normal procedures call for at least three potential service providers be solicited for review for providing services. The proposals are reviewed for provision of the requested services, a cost analysis, and checking of references for prior success the provider may have had with similar locations or populations. The District's Professional Development, Purchasing and Finance Departments will be consulted to determine if there are any concerns related to the contracting with the selected providers. District guidelines and policies will be adhered to for the final selection and procurement of services.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus administration, including the campus grant coordinator will maintain records of the services provided and will not approve payments for services if they are not rendered per contracts or professional development service agreements. The District Coordinator of School Improvement along with the BISD Purchasing, Finance, and Professional Development Department staff will support the campus in the oversight of the provided services and in ensuring that appropriate corrective actions are taken if the provider is unable or unwilling to provide needed services at the level of quality expected.

In order to ensure the effectiveness of external providers, the campus administration (and district administration), will monitor the goods or services through walkthroughs, professional development session evaluations, lesson plans, staff feedback during meetings, surveys, formative assessments and summative assessment results.

Following this process will ensure that receive exactly what the campus needs while allowing us to review and refine what is in place, should any additional professional development be required. Any concerns the campus may have when purchasing goods and services, we will consult the District's Purchasing Department's Administrator, the BISD Finance Department staff, and/or the District Coordinator for School Improvement.

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RFA #701-15-107; SAS #191-16   Page 38 of 68
2015–2020 Texas Title I Priority Schools, Cycle 4

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Meeting will be held with parents and community to advise of grant and obtain input.
2.	Meeting will be held with faculty and staff to inform of grant requirements and obtain input.
3.	Teachers will be provided with opportunity to become involved in grant process.
4.	Staff development sessions will be held with faculty and staff.
5.	Hiring of grant coordinator, parent liaison, grant clerk
6.	Hiring of additional teachers for class size reduction to be assigned according to campus needs
7.	Purchasing of "year 1" technology and installation so it will be ready for the Fall of 2016 for full usage at the beginning of the school year.
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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following interventions have been implemented at the campus level to improve student achievement. Minimal gains have been attained as a result.

- Students' deficiencies as noted on individualized education plan and report card scores will be targeted during 45 minute remediation block at least three times a week.

- Students will participate in after school tutorial at a minimum of twice a week for one hour each day.

- Special education teacher, regular education teacher, and administrator will monitor students' progress every three weeks to determine effectiveness of accommodations and placement. Modifications to students' individualized education plan will be made as needed.

- Student deficiencies will be addressed during 45 minute remediation block a minimum of 3 times a week.

- Provide students with afterschool tutorial a minimum of two times a week.

- Linguistic accommodations will be provided to students meeting eligibility criteria.

- Monitor reading instruction at a minimum of five times a week.

- Provide students with afterschool tutorial at a minimum of twice a week.

- Staff development training to support instruction .

- Accelerated tiered instruction will be implemented at a minimum of three times a week.

Campus administration will continue to work with campus faculty and staff to ensure that the interventions are implemented, monitored, and results are analyzed for optimum impact. The grant coordinator will work with campus administration, faculty, and staff to ensure that grant components are properly implemented.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	TO BE DETERMINED
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	THE ANTICIPATED HIRE DATE WILL BE JANUARY 2016.

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County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the _option_ to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Student growth will be weighted in evaluation based on performance on formal and informal assessments such as diagnostic, formative, and summative assessment data as well as classroom assignments and projects. The T-TESS pilot currently proposes stugent growth measures for 20 percent of the overall score on the evaluation.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The Texas Teacher Evaluation and Support (T-TESS) Rubric includes several planning dimensions. Teachers will be expected to: • Design lessons for all learners that reflect research based strategies; • Use formal and informal methods to measure student progress and evaluate student data to impact instruction; • Be familiarized with the needs of the diverse student populations within the classroom to ensure learning for all; • Provide a safe, classroom that is conducive to learning; • Convey expectations for student behavior; • Promote student engagement and active participation; • Engage in reflective practices;
Describe how the evaluation system was developed with teacher and principal involvement:	The Brownsville Independent School District will use the Texas Teacher Evaluation and Support (T-TESS) system as its teacher appraisal system. As a result, the same evaluation system will be utilized at Cromack Elementary to appraise teacher performance.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	In order to obtain a financial reward, a 2% student achievement growth (overall) must be attained in the areas of reading and math. Teachers and administrators will be eligible for $3,000 if they work in those grade levels that conduct STAAR testing or $2500 if they work in those grade levels that do not conduct STAAR testing. Paraprofessionals will be eligible for a $2000 reward while support staff will be eligible for a $1000 reward.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	To support teachers who are struggling to improve professional practice, protocols outlined in the Texas Teacher Evaluation and Support System will be utilized.
Describe the criteria established for educator removal:	Brownsville Independent School District board policy will be utilized if and when the need to remove an educator arises.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

NOT APPLICABLE

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	NOT APPLICABLE
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	NOT APPLICABLE
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	NOT APPLICABLE

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	NOT APPLICABLE

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County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	NOT APPLICABLE

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	NOT APPLICABLE
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	NOT APPLICABLE
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	NOT APPLICABLE

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	NOT APPLICABLE
Indicate the number of existing staff rehired for work in the turnaround model implementation:	NOT APPLICABLE
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	NOT APPLICABLE
Indicate the number of new staff hired for work in the turnaround model implementation:	NOT APPLICABLE
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	NOT APPLICABLE

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	NOT APPLICABLE
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	NOT APPLICABLE
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	NOT APPLICABLE

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-901	Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Teachers will use professional learning communities to continuously ensure that activities, resources, technology, and instructional materials are aligned to instructional purposes, are varied and appropriate to ability levels of students. Teachers will create learning opportunities that engage students consistently by inviting their input to monitor and adjust instruction, activities, and pacing to respond to their needs at a minimum of twice per week.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Teachers will collaborate with campus administration and curriculum support staff to create lesson plans that sequence instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios at a minimum of once per week.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Tutorial lesson plans will be developed during after school and/or Saturday tutorial planning time on Mondays to ensure the most current data is used to prepare for extended day tutorials during the week. Teachers will also group and regroup students based on data from computer assisted instruction along with other formative assessments as needed but at least every 3 weeks.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	RtI interventions will be implemented with more fidelity and revised every 3 weeks to develop more targeted strategies for each student on Tier 2 and 3.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Additional teachers will be hired for the purpose of reducing class sizes; teachers will be assigned according to campus needs.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Implement sustained, ongoing research based professional development at a minimum of twice per month to enhance teacher effectiveness in the areas of RtI for reading and math, differentiated instruction, sheltered instruction, modification and accommodations for targeted students, and classroom management.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide increased frequency of teacher planning for horizontal and/or vertical alignment meetings at a minimum of once per week	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Maintain effective communication between administration and campus staff through the implementation of focus meetings at a minimum of once a week for certified staff and twice a month for classified staff to review formative assessments and other data to determine success of implemented instruction and interventions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide professional development opportunities that emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in grade level teams and with individual teachers at a minimum of once a month.	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Increase the use of T-TESS standards and assessment to guide program change and stimulate participation in professional development learning during the principal's grade level meetings.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Instructional leaders will conduct purposeful walkthroughs and make their rounds keeping in mind what good and effective instruction should look like in the classrooms and provide feedback to guide teachers to teach at their best, as part of the new teacher evaluation system at a minimum of eight times a week.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Teachers will be selected for participation in professional development to become teacher leaders using training from the Texas Literacy Initiative coaching model and on the Common Instructional Framework (i3 grant) using peer observations and instructional rounds.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Campus administration will receive additional training on conduction T-TESS walkthroughs and Administrative Instructional Round observation protocols.	☐ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
5.	Campus administration will receive additional training on effective leadership practices, curricular, and instructional strategies	☐ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Collect student data from various sources—formative and summative assessment results, work samples, and projects to analyze student progress and provide targeted assistance at a minimum of once a week during Professional Learning Community meetings	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Create standards based methods of evaluation and assessments during grade level planning meetings to identify student strengths and deficiencies at a minimum of once a week with the expectation of improving the teacher-made formative assessments as well as student performance on district and state assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Analyze student data to design lesson plans that incorporate research based strategies and interventions tailored to meet students' needs at a minimum of once a week	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Daily 45 minute accelerated instruction block will be implemented into the traditional school day to provide interventions for students needing additional academic support (especially for RtI Tier 3 students).	☒ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
2.	To improve student achievement, the campus will implement a targeted tutorial program on Saturdays and during the summer designed to provide accelerated instruction for students in need of additional academic intervention at a minimum of four hour a week on multiple Saturdays and for 2 weeks in the Summer.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☒ Year 3
3.	To improve student achievement, the campus will implement a targeted after school tutorial program designed to provide accelerated instruction for students in need of additional academic intervention at a minimum of one hour a day for three days a week.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-901-102	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	Offer parent involvement sessions to parents weekly on topics related to improving academic achievement and establishing partnerships between home and school. Additional parent liaison will be hired to establish and maintain partnerships with parents and community.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Increased opportunities for parental input will be implemented via site based decision making committee meetings at a minimum of once per month.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Increased levels of communication with parents and community via the telephone messenger system, parent/community notices, school marquee, and parent meetings/involvement at a minimum of once per week and supported by an additional parent liaison.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide opportunities for student involvement in community engagement and learning activities through field trip sessions at a minimum of one trip per year.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Engage students in informing their families about the work in the classroom through monthly newsletters, teacher-family conferences twice a year, and community activities supported by a Family Counselor and an additional parental liaison staff member.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Include students in schoolwide goal setting and decision making whenever feasible during the monthly committee meetings and supported by a Family Counselor.	☐ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Celebrate positive achievements to recognize and lift the students and teachers spirits up for doing a good job whenever there are gains in student performance scores and attendance at a minimum of twice per six weeks	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Reward individual students for meeting attendance goals at a minimum of once per six weeks.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Create a campus-wide positive behavior intervention system and implement this with students with all teachers taking ownership for the conduct of all students that will be tracked using the BISD behavior RtI data management system.	☐ Year 1 ☒ Year 4 ☐ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 031-901-102	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-901 | Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 031-901		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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County-District Number or Vendor ID: 031-901	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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